



**Bexhill**  
Academy

## English as an Additional Language (EAL)

Adopted: January 2025  
Next Review: January 2026  
Reviewed by: THillman

Date	Changes	Page number

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

### **For Bexhill Academy**

The purpose of this policy is to ensure a joined up and consistent approach to the application of best practice in the Academy's support of students who are EAL.

#### **Definition: English as an Additional Language (EAL)**

The Department of Education definition of EAL refers to a pupil's first language as "any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English." In January 2019, the requirement for schools to record English proficiency for the census was removed, along with the recording of nationality. However, it is widely recognised that attainment is closely linked to proficiency in English (Strand and Hessel, Oct. 2018), and that internal recording of proficiency can be used to show progress, set targets and identify students needing support.

At Bexhill Academy those students classified as EAL, or arriving in the UK from another country, are assessed by the EAL Tutor on arrival, in order to give teachers useful background information, identify those who may need immediate support, or those who may need monitoring for future support. This information can also be useful for advising students on taking Community Language GCSEs.

**The Ofsted definition of EAL** (useful for identifying students who need some level of EAL support and differentiation in teaching methods) is as follows:

- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. children who are born in the UK, but may have needed support throughout primary school).

#### **Aims of the Policy**

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the wide range of pupils for whom English is an additional language, and the diversity in our community.
- To encourage the teaching of "language for all" in every subject area, building students' confidence by including modelled speaking and writing activities, visually rich teaching resources and differentiated tasks.
- To encourage growing independence and confidence in our students, recognising the wide variation in existing cultural or educational backgrounds, and showing a consistent positive attitude towards bilingualism.

#### **Admissions**

- Wherever possible, the EAL specialist will meet the parents or carers of newly admitted EAL students before they start, in order to discuss existing educational strengths and needs, explain the British education system where necessary and to provide staff in advance with an EAL Pupil Profile. Where possible setting is advised to reflect cognitive ability or potential, rather than English proficiency level.

- We welcome parents and carers who bring an interpreter to meetings or reviews, respecting their need to have clear information about school rules, events and assessment procedures.
- Bilingual pupils already at the academy, or others who have had EAL support, will be encouraged to help with tours of the academy, and to introduce them to others who are also EAL. This support will be rewarded, but also treated as a mark of reliability.
- A buddy or buddies are assigned to new EAL pupils on arrival. For beginners with little English, a different buddy can be chosen for each lesson, so that the student is accompanied to the next class, and not left alone at break times.
- Language Buddies will be recognised with Carrots or reward points and none will be expected to have sole responsibility for a new pupil in every lesson.
- If the tutor has prior warning that a new EAL pupil is joining the group (especially mid-year) the class will be advised on how best to welcome him/her.
- The Initial EAL Profile will be sent to the pupil's teachers as soon as the timetable is available. It will give at least the first language(s) spoken and information about the approximate level of English proficiency. Teachers will be advised not to expect non-fluent EAL students to speak in front of the class until they are more confident. Mid-term arrival EAL students may be withdrawn from formal internal assessments for which they have had no preparation, in liaison with the EAL Tutor, or a simplified test can be requested (with a week's notice).
- Needy EAL pupils will be assessed informally before or on their first day by the EAL Tutor, using simple, graded questioning and a bank of picture resources to build up a profile. Further testing will be carried out in the first few weeks, assessing speaking, listening, reading, writing and first language literacy.
- Progress will be reviewed at the end of Terms 2, 4 and 6 by the EAL Tutor after liaison with other staff.
- Student-friendly targets with accessible wording will be used in order to show pupils how much they have learnt.
- A certificate of Excellent Progress will be issued where students have achieved the targets set for them (these could include social or basic speaking targets as well as academic ones).
- Information about after-school clubs will be provided, discussed and students encouraged to join in.
- Students who wish to attend a religious festival are allowed to request this time off school. Those who are fasting and cannot manage PE will be allowed to sit quietly.

### **Early EAL Support and Assessment**

- The EAL Tutor produces a more detailed assessment of the pupil's full language profile (speaking and listening, reading and writing in English) within 6 weeks of the date of first support. The 2017 NASSEA steps grid is used to assess progress and to set suitable targets for EAL proficiency, following liaison with subject and pastoral staff.
- Pupils will be allowed access to resources such as bilingual dictionaries in lessons, may plan or annotate their work in their home language if they want, and should be encouraged to keep lists of key word or phrase translations. Some pupils will not be literate in their first language, in which case they may benefit from being allowed to work with another pupil sharing the same language on speaking tasks. The use of first language in lessons will ensure that concept development progresses in tandem with their use of language.

## **Exam Concessions**

- Some EAL pupils will be eligible for extra time for the use of a bilingual dictionary in certain exams, where they use one “as their normal way of working”. The extra time will apply only to those who have been in the country for under 2 years. More detailed criteria are given in the JCQ guidelines, including exceptions for pupils who have come from a country where they were being prepared for certain English exams.
- EAL students making unusually slow progress or who are perceived to have additional learning difficulties will be entitled to additional assessment by the Learning Support department. The EAL and AEN staff will liaise regarding the progress of students being supported with EAL as well as literacy or other needs.
- The EAL specialist will draw up a timetable of support to include any new arrivals needing extra EAL support within a week of their arrival or referral. This support will continue, intensify or be scaled down according to the observed progress of the pupil in settling in socially and accessing the curriculum.
- EAL students may make fast progress, especially in mastering social English. Bexhill Academy recognises that they may need to change sets more frequently than other pupils, as new arrivals often go through a “silent period” for some weeks or months, before becoming confident enough to speak regularly.

## **Resources**

- Teaching resources will be age appropriate, at an appropriate language level, and linguistically and culturally appropriate.
- Resources created specifically for EAL pupils will be planned in liaison with the various departments and saved in a shared access folder for all staff.
- Language outcomes will be identified by all curriculum areas, both in longer term and weekly planning. For example, for a Science experiment, the phrase “The higher ....the faster...” will be modelled so that all pupils understand it.
- When adapting schemes of work for specific groups, consideration will be given in advance to the language needing to be modelled for all, including EAL pupils.
- Where pupils are at an early stage of English, staff may find it easiest to include plenty of visuals, pair-work speaking activities, talking frames and gap-fills where the EAL pupils are paired with supportive and able pupils.
- Beginner EAL pupils will receive homework from the start, but it will be accessible (e.g. Learn these 5 words; read these 3 sentences before next lesson; label this map or picture with these 5 words; This is a verb; write 10 verbs by next lesson (and draw or translate); write a sentence about Source B; write 1 paragraph about this picture; fill in the gaps; find pictures of 5 animals that use camouflage; draw 5 symmetrical shapes.
- More advanced EAL learners with good basic communicative speaking skills (“BICS”) will not be assessed as “fluent” until their reading and writing skills are also at the level of their peers, and they no longer need extra explanations. (“CALP”).
- (Basic Intercommunication Skills – takes about 2 years to develop this)
- (Cognitive Academic Learning Proficiency) – Academic language fluency takes about 5-7 years to develop. (Jim Cummins )
- Staff will be given professional training and advice on how to provide access for EAL pupils.

## **Parents and Carers**

- Parents and carers will be encouraged to join in activities at the academy by providing bilingual

support (where available) for parents' evenings, encouraging bilingual parents to help each other through social events, e.g. coffee mornings and the provision of information on ESOL classes for adults or other community events.

- Certain information may need to be provided in simplified English, e.g. letters home about INSET days, or information about school trips.
- Where parents or carers are regularly unable to attend parents' evenings due to their working patterns, the EAL tutor will liaise with them to arrange an alternative time to talk through the pupil's progress.

### **Bilingualism**

- Students who are proficient in another language not taught at Bexhill Academy will be encouraged to consider taking a GCSE as an "extra" language. Past papers and advice will be provided, with a mock speaking test before the actual exam. This applies only to a limited range of languages available in this country at GCSE level.
- Displays of greetings in other languages and of student work using translation are encouraged, to show that we value students continuing to use their first language alongside English. Tutors may ask EAL students to teach their classmates a few words of another language, if they are happy to do so.

### **Assessment**

- The results of Data Captures and exams will be monitored for EAL pupils, with targets set to address any underachievement.
- Students arriving in the UK after Year 6 with no KS2 data and receiving automatic high targets for their language will have this explained to them and their parents/carers, in order to avoid a sense of inadequacy. Focus will be given to their speed of progress and their engagement, and this will be clearly communicated to parents or carers.
- Selective marking is encouraged for beginners, especially where EAL pupils are likely to be disheartened by having every error marked. A focus on verb endings would be a suitable task, where the student has been given prior warning e.g. homework to revise these.

### **Transition**

- Vulnerable EAL pupils will be included on taster days, and information about their language background sourced in advance, through liaison with the EAL Service, where they are involved.
- KS4 pupils who are EAL will be given guidance and referred, where necessary, to outside agencies, such as the Y.E.S. They will be given one-to-one help with personal statements and discussions about colleges or other options.

### **Refugees and Asylum-Seekers**

- Support for refugees, asylum-seekers and other EAL students who are being Looked After will be given by pastoral support in liaison with outside agencies such as the Virtual School. Information for staff will focus on what they need to know, e.g. long gaps in education, or no experience of Science.
- A bank of useful Phrases for School in different languages will be kept and added to, together with up-to-date links to useful websites, e.g. the British Council EAL Nexus website, or NALDIC. These links will be put on Staff Shared.
- Close liaison between support staff, subject teachers and pastoral staff is maintained, in order to ensure that any concerns regarding behaviour, engagement or relationship groups are followed up quickly.

- Opportunities for being involved in extra-curricular activities, or for helping in any way, are encouraged, as they are useful for building up resilience and a sense of being valued.
- The EAL Tutor will keep up to date with current trends and support practices for refugees or asylum-seekers, liaising with local refugee support workers and organisations.